



Elementary Newsletter

Volume 3 Issue 1

August 25, 2000

Welcome back from a long productive summer vacation! I bet many of you have learned so many new things during summer vacation. We are excited about this upcoming school year. Please offer your child a lot of encouragement during this school year.

For those Kindergarten parents, please make a note of our Kindergarten Professional days on Sept. 1st, Oct. 6th, Nov. 3rd, Dec. 1st, Jan. 12th, Feb. 2nd, March 2nd, April 20th, and May 4th. There is no school for Kindergarten students on those days. Those days are used for professional training, home visits, and department planning.

Third graders will be taking the ISTEP from September 18th to October 6th. This test will provide parents, educators and students with information about each child's progress through the second grade. It also provides specific information on skills that each child has mastered or needs to work on. If a student needs to improve on a specific skill/area, it will be added on the Individual Educational Program (IEP). We are providing tutoring services, on Tuesdays and Thursdays prior to the testing dates, to all students who will take the ISTEP this year. If you are interested in having your child receive this service from 3:00 to 4:00 pm, please contact Angie Smith, our secretary, at (317) 920-6260 TTY/Relay (800) 743-3333. We will start that service on Aug. 29 and continue the service until September 14th.

Just an interesting fact, an elementary child needs at least ten hours of sleep daily in order to learn better in school.

Our New Beginnings!

We have started off the first two weeks with a BANG! These 10 days have been busy for students exploring their new environment, learning the names of new teachers, practicing the rules for a new department and learning and playing with new friends.

We are looking forward to a wonderful school year, full of new learning opportunities!

Kylie Crohn
Grant Henry
Sarah Margolis-Greenbaum
Austin Phillips
Kyle Sfura

Chris Fetzer, teacher
Brenda Alkhatib, teacher's aide
James Carr, teacher's aide
Dawn Walker, teacher's aide



Hi!

Hope you had a great summer! Some of you may have heard about a teacher who is a Canadian and who teaches all subjects. That's me, Danielle Griska, a new 2nd grade teacher. Actually, Indianapolis is not my first city to live in the US. I attended Gallaudet University in Washington D.C. I have not had a chance to explore around Indianapolis, due to my busy schedule at work. I hope to find time to explore Indianapolis and share with you what I've learned about Indiana's culture in the next newsletter. ☺ I am looking forward to a fun year filled with exciting new things to be learned!

Hello! I'd like to introduce myself. My name is Heidi Morris and I am teaching 3rd, 4th and 5th grade Social Studies and Math. I am very excited to be here!

Let me share a bit of my history with you. I was born and raised in upstate New York in the small country town of Westmoreland. When I was 23 I moved to Cincinnati, Ohio to work as the Resident Advisor for the lower boys dormitory at St. Rita School for the Deaf. I held that position for 8 years. The last 4 years of my duty as Resident Advisor I attended the College of Mount St. Joseph where I earned my bachelors degree. After graduation I became the 2nd grade teacher at St. Rita. I taught at St. Rita for 3 years.

Last year I moved to Indianapolis. I was an interpreter for the year. Now here I am teaching at ISD and I love it! I'm looking forward to a wonderful school year.

It's Bugs, Bugs, & Bugs

in Suzi McGeath's 1st Grade Science Class!

We have 50 live mealworms thriving in Suzi McGeath's classroom. Our 1st grade scientists have been busy exploring and observing the mealworms. What will the live mealworms be? We have to wait and see! We also have 50 wax worms. Again, we will use our prediction skills to figure out what they will become. Next week, our job will be taking care of a mystery eggs culture that contains a specific insect. What will it be? It remains to be seen. We have been busy writing, drawing, and using our hand lenses on what we see for our Insects Record project. On our Science blackboard, we have four large calendars, which will help us put down data for new changes or discoveries. We love looking at our new friends, BUGS!

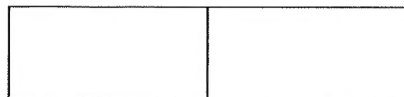
From all of us,

Glen, Kate, Meg, Maj, Andrew, Hillary, Kristin, Jenna, Veronika, & Kayree

Suzi McGeath, Linda Cooper & Avis Dupree

Playing Zots and Zits

Start with a placemat divided into two sections:



You now have 0 zots and 0 zits.

Place a unifix cube on the right panel. You now have 0 zots and 1 zit. Place another on the right panel. You now have 0 zots and 2 zits. Again – 0 – 3. Watch out, in the world of Zots and Zits you can never use any more numbers than what you have just used (there are no 4s). If you place one more zit they all join up and become one zot – 1 – 0. Continue adding zits until you have 3 zots and 3 zits. What happens if you add one more zit (remember there are no 4s)? ((answer below))

Can you start again without a placemat – counting by three zits at a time?

What happens when you give and get zits?

This is a popular math activity that creates visualization for place value. Try it at home, maybe invite you child to play along – just maybe!

Answer: you have discovered Zats (a linking of 4 zits).

**Playfully submitted by 4th/5th grade
Mathematics Teacher – Jeff King**

Becki Philhower's Class News

Welcome back to the 2000-2001 school year! My class has been very busy these first two weeks of school, learning about spiders and insects both in their reading stories and also in their Science lessons. We have discovered that insects have six legs and spiders have eight legs! Our most exciting part was going outside to look for insects and spiders! We found out that it is fun to talk about insects and spiders, but we really don't like to see them—especially the spiders!!! Our next unit in Science is about animals. We are looking forward to moving like the animals we will talk about!

CAMPBELL'S SOUP INFORMATION

Hello again! It's a brand new school year, and we are still looking forward to earning great school supplies from the Campbell's Labels for Education Company. We need your help, and the help of your family and friends for this program to be successful. Please ask everyone you know to start saving all of the soup labels and UPC seals from Campbell's products. Send them to school c/o Becki Philhower in the Elementary department. In advance, Thanks so much for your help in this worthwhile project. Attached is a copy of the things that you need to save for us. Please post in your cabinet, and feel free to make copies for your friends and family members!

A Note About Toni Wolfe's Language Arts Classes

The third and fourth grade students began the year by reading one of their favorite books and writing a book report about it. They were each taught how to self-critique their work. All of the students gave themselves an A+. Imagine that!

My fifth grade students read a story about a baseball player who had a lot of team spirit but not a lot of athletic ability. The story focused a lot on perseverance and problem solving, which just happens to be two of our classroom rules/goals for the year.

My classroom theme is based on the Spirit of the Olympic Games. Each of my students helped to select five classrooms rules/goals to focus on this year. They are: responsibility, problem solving, perseverance, use of common sense, and caring for others.

Our torches have been lit, our goals have been set, and team spirit is high. Let the games begin!



5th Grade Language Arts

Hello-

We, Samantha Chapin, Richy Noble and Jamie Winslow have Ms. Kara Knebel for Language Arts this year. We started off the first week learning about "sequencing" using the photographed pictures of the new play equipment that was built on the Elementary playground during the summer. The pictures started off with the old playground being torn down, the two semi-truck loads pouring out wood chips (for ground protection), the play equipment being put up and lastly, the completion of the play area by laying out the huge piles of wood chips. We were encouraged to use clear expressive ASL while telling our teacher what we saw in the pictures. We also drew pictures of the playground being built in the correct sequence, without looking at the original pictures. By the way, we like our new playground because it is a lot of fun.

We are learning to listen to our teacher tell different stories. From one book, we are practicing in telling the story, Go, Dog, Go ourselves. We are also learning to recognize words and to spell them. Every Friday, we will have a Spelling test. After our hard practice, we told the story of Go, Dog, Go to Chris Fetzter's Kindergarten class. It was a challenge for us especially in front of a group of students. We are looking forward to improving our expressive skills, as we will be telling more stories to other classes as the year goes on. Starting next week, we will learn all about "Recycling". We want everyone to start bringing newspapers, aluminum cans, and plastic containers by leaving them in our classroom, Room 532. We will be learning about the process of how these items are recycled. We will tell you more in the next newsletter.

News from Sue and Lou

Room 469

We are having a lot of fun getting to know each other. We've played a game with a ball to reinforce our use of each other's name signs. We sign a name, that student raises his/her hand and we throw the ball to them. They get to pick the next student. All of us are learning our friend's names.

Our story for the last two weeks has been The Three Bears. We have watched the story told on a flannel board. Tuesday we watched Lou tell the story and Sue act out the different parts. We laughed and enjoyed the story. Sue is a good actress. Soon it will be our turn to tell the story and act out the plot. We like the part where Goldilocks breaks Baby Bear's chair. We also like it when the three bears come home from their walk in the woods and find Goldilocks asleep in the Baby Bear's bed. Wow! She was scared to find all the bears looking at her. The bears were upset because Goldilocks ate their cereal, sat in their chairs and slept in their beds. She did not ask permission to come in the house. Goldilocks was wrong to go into a strange house.

In math we are practicing matching objects. We are counting sets and matching objects to the dots for the sets. We practiced matching a real penny to a picture of a penny. Then we counted the pennies as far as we could count. We like to copy shapes on our geoboards. We put rubber bands around the posts on the board in the same place as the rubber bands on Sue and Lou's geoboards. We pay attention!

We like good behavior. We have four rules that we follow in our room. The rules are:

1. Pay attention.
2. Keep hands and feet to yourself.
3. Be nice.
4. Always do your best!

These rules help us respect each other and be good friends.

2000 – 2001 Newsletter

August: ASL is a new challenge for me this year as I erased my filing mind for all the subjects such as Science, Mathematics, Social Studies and Language Arts that I taught here for nine years. My creativity in lesson planning is still alive.

I survived the first week of teaching ASL with all of the elementary students...94 of them. I used several activities each period such as playing games, guessing, using descriptive classifiers, and art activities. I selected five small objects, which I hid behind my back. I put one item in my hand and asked each student to pick a hand then open it. Each student had an opportunity to pick it and hold it and then describe the item.

I used three hand-shape cards to play a matching game. Then asked the students what the things were in a bag based on those hand-shape cards. They had to guess and figure out what the items were. They were excited to find out that small toy cars in different colors were in the bag. The art activity was to color each fingerspelled letter along with the regular alphabet to match each student's name. They cut them out and pasted them on black paper. You can see them in the hall beside the ASL classroom.

The second week, I used several hand-shape cards that matched the content of various stories. I told the stories in ASL and then set up the videotaping equipment to take a video of each student as he/she retold the stories in ASL. It was an interesting activity.

By Guy Vollmar



BOX TOPS AND BOOK CLUBS

By Marie Kellam-Cook

I would like to remind everyone to save his or her box tops for education labels this year. This label can be found on General Mills' cereals, as well as, some Betty Crocker foods. Each label is worth \$.10. In March, I will send all of the labels to the company and they will send ISD Elementary a check for that amount. Thanks for saving the labels. It is a great way to support the department.

What is the best and cheapest way to order books AND support your school???? Ordering from the Book Clubs. Scholastic Book Clubs awards our department points every time we place an order. The amount of points depends on how many books were ordered. Scholastic offers great prices and excellent quality books. Right now our department has 10,000 points from the past two years. We can save the points to order big items like computers, printers, materials for our department or small things that we use daily.

These are two great ways to support the Elementary Department. I guess I shall say, "Happy eating and reading!"

Young Scientists 3rd, 4th and 5th

Boom! Bam! Fizzle! Pop! Our young charred scientists are learning science. They are now under control because they started to learn about animal habitats, adaptation and classifications of vertebrates and invertebrates.

The third grade class is learning about different habitats. They went to the Wehring Pond to study fresh water habitats. They collected samples of water and mud. They also had to sit and observe what they saw at the pond. Another class is learning about the desert.



The fourth grade class had to adapt to a new classroom. They took over the computer lab, which is no longer being used. The students adapted very well.

The fifth graders were very busy trying to classify the different types of animals by checking if they have backbones or not.

We are having fun, and if you'd like to join in on the fun, you are more than welcome to join.

Mike Jackson, Linda Groogan and Gretchen Krug

Great Social Studies News!!!



USC, Heidi Morris and Jeff King are in the planning process for a week-long trip to our nation's capital. This trip will be occurring in April (exact dates to coincide with the children's play at Gallaudet University). As part of the



experiential Social Studies programming at the elementary level, this will provide our 5th graders with a direct, informative and hands-on approach to their curricular needs. We will be contacting parents of the 5th graders at a later date and will be keeping all of you

informed as we work through this unique opportunity.



Linda Canty
Main lib



Elementary Newsletter

Volume 3 Issue 3

September 22, 2000

Wow! The weeks have gone by quickly, as the countdown to the real Millennium gets closer and closer! The 3rd graders are working hard on ISTEP+ and they are doing their very best. Please make sure they sleep well and eat a good breakfast next week. The last day of ISTEP+ will be Oct. 6, 2000. For those Kindergarten parents, please make a note of our Kindergarten Professional day on Oct. 6th, which means that there is no school for Kindergarten students. All Kindergarten teachers will be involved with home visits that day. It is the first time our Elementary department has offered this home visit program. We believe it is important for families to have ongoing dialogue with our teachers to develop a team effort for students, like a village raises a child. Overall, every minute is precious because your child's childhood passes by quickly so please put your errands on hold and read to your child(ren) for fifteen minutes daily.

David Geeslin

The ASL News in the Guy's Classroom

We have been working on ASL art activities. At first we drew students' profile as silhouettes on pieces of black paper by using a lamp to cast shadows onto the papers. The students cut out their own profiles. Then we discussed which sign was their favorite. We used hand shape cards to help them select their favorite hand shape. After selecting their favorite hand shapes, we enlarged them on the Xerox machine. The students colored their signs and cut them out. They pasted their own profiles on posters and then glued on their selected signs. We hung each poster from the ceiling. The posters will be discussed as part of Deaf Heritage Week. The creativity of this ASL art activity should be encouraged in all levels of the Elementary Department. Their work is currently displayed in the halls.

Parents Events

- | | |
|------------------------------|--|
| September 30 | New Family Orientation
9:00 Am at ISD Library |
| October 5 | Insourse Workshop
8:30 Am at Lebanon, IN |
| October 19 | Grandparents Day
All Day at ISD Campus |
| October 26 | Reading Workshop
All Day Preschool-2 nd grade parents
At ISD Campus |
| Oct 31 & Nov 1 st | Regional Parent Resource Training
Preschool parents |

Contact **Diana Hazel Jones**, Outreach
1-800-722-6166
317-924-8418

Hello!

The 3rd grade classes have been working on place value, patterns, and addition and subtraction concepts. The science classes have been learning about different habitats, such as oceans, ponds and deserts.

The 4th grade classes have been working on different animal adaptations. Their next assignment is an insect "hide and seek" game. Students will have to create insects with camouflage to hide outside. They will have to write a description of the area where they will hide their insects, including color and shapes in the area, and then they will create their insect.

5th grade classes have been learning about invertebrates. They have done many observations of different groups. Next, we will study vertebrates.

All the science classes have a new student. His name is "Lucky". Lucky is a rabbit that was found by Theresa Huckleberry's parents. Theresa gave him to our classes as a pet. The students are really enjoying him!

Gretchen Krug

It's Still Bugs, Bugs, & Bugs!

Wow! In Suzi McGeath's 1st Grade Science class, we are still busy learning about insects. We had some miracles happened over the last two weeks. Our mealworms changed into "Darkling Beetles". We have about fifty beetles alive and well. In the next few weeks, we will be looking for their eggs, larvae, and pupa to complete their life cycles.

Some of our waxworms have turned into moths. We predicted by the end of next week, all of the waxworms would be moths. Our next duties will be creating a new habitat, observing, and recording the next stages of their life cycles.

As for the eggs, it turned out to be "Milkweed Bugs". We made a new habitat that includes cotton balls on twigs, sunflower pitted seeds, and even a water fountain! The nymphs (Milkweed Bugs babies) are in excellent conditions. We look forward to watching them grow and learn about their life cycles.

With the three different insects, we studied their body parts, life cycles, and needs. We recorded their structures, behaviors, and changes. In about two weeks, we will have displays on our discoveries on our three special insects. Be on the lookout for them.

From all of us in First Grade,

Glen, Kate, Jenna, Kayree, Kristen, Hillary,
Veronika, Meg, Maj, Andrew, Avis, Linda and
Suzi

Second Grade

Marie Kellam-Cook

The past two weeks, we have been discussing the Olympics. We had a relay race, which consisted of passing the torch. We have been graphing the medals and following which countries have the most. The students have taken all of the events and listed actions words related to each event. They had to role-play the action word. Next week, the second grade will have the pleasure of talking to some Deaf adults that have competed in the Deaf Olympics. This will be a great honor.

Math Club

The Division I Math Club will begin on October 2, 2000. They will meet in Room 531. Division I games are for Kindergarten and First Grade students. Please look for the permission form in your child's backpack. The deadline for signing up is September 26, 2000. If you have any questions, please contact Marie Kellam-Cook or Linda Cooper.

News from Sue and Lou

Our new stories for the last two weeks have been "Corduroy" and "A Pocket for Corduroy." In the first story, Corduroy loses his overall button. He searches everywhere for it because he wants a little girl to buy him and take him home. She does buy him and sews on a new button for his overalls. In the second story, the little girl takes Corduroy to the Laundromat. Mother tells the girl to empty her pockets and Corduroy realizes he doesn't have a pocket. He gets lost while looking for a pocket. The little girl finds him and sews a pocket on his overalls. We have watched these stories and answered questions about them. We painted bears and colored green overalls to dress them. When we finished, we

found two buttons that were the same for Corduroy's overalls. We made a purple pocket for Corduroy.

Tying our shoes is an important skill. We have been practicing tying shoes and articles of clothing. We also practiced lacing around a bear face and around a bear body. We are improving our lacing and tying skills.

We are continuing to work on patterning skills. We did a clapping pattern everyday for one week. Then we worked on geoboards, sorting things that are alike and pattern blocks. We enjoyed finishing a pattern that our teachers started.

We are learning to make graphs. Today we picked our favorite animal from four animals. We put our animals on a bar graph. Most of us liked cats the best!

Hi, I'm **Jonas Fenicle**, Deaf Artist. I am excited to work with your child. My art classes are designed to spark the imagination in your child by challenging them to try new and different techniques. My fun filled approach to art encourages children's creative abilities to be enhanced by introducing them to a variety of art forms. I offer instruction for children in the fundamentals of fine art through our new Art Curriculum. This curriculum provides instruction in four essential art content areas: artistic perception, historical and cultural heritage, art criticism, and creative art process-with emphasis being placed on creative art process. Creative expressions are an impression, which is an important part of a child's learning process. Art class will help your child develop organization, problem solving and fine motor skills, as well as a love for the Arts. Drama and Computer Arts are also included in art classes, which is very new this year. It will be depending on each child's development. I always look forward to working with your child every week! You are always welcome to visit our class and if you have any questions, please feel free to leave a message with our secretary, Angie Smith. Enjoy our art life while we can!

Kindergarten News!

This week our theme has been about communities and workers in the community. We had been emphasizing fire fighters and the important jobs they do in helping keep our community safe. We were so looking forward to our field trip to the fire station on 42nd Street and College Avenue. Unfortunately, were unable to go on our field trip due to a last minute scheduling problem. We are planning on rescheduling this fun trip in the middle of October. We will keep you posted.

Next week, we are looking forward to having several police officers come to our class and talk about their important jobs. They will also talk about how to be safe in our communities. These officers are ISD police officers.

This week, we celebrated the beginning of fall. We talked about the seasons and the types of weather we typically see with each. We also talked about what types of activities we do in each season. We went searching around the ISD campus and found a tree that we have adopted as our "kindergarten tree." We took photos of this tree and plan to study to see how the tree changes with each season.

Happy fall to you all!

Emma Baldonado
Kylie Crohn
Grant Henry
Sarah Margolis-Greenbaum
Austin Phillips
Desmane Quinn
Chris Fetzer, teacher

Field Trip to Conner Prairie 3rd, 4th, & 5th Grades

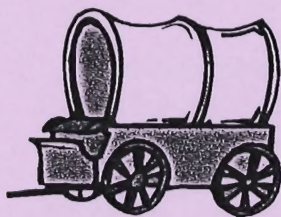
Apprentice, butter churn, pioneer, plow, poke, and hearth, are just a few of the things that the third, fourth, and fifth grade students will have the opportunity to experience when they travel to Conner Prairie on Friday, October 20th.

There is a \$3.00 fee per student to tour the living history museum. Parents need to send their money to their child's homeroom teacher before October 20; however, the sooner it is turned in, the better. Our accounting department needs time to get the finances in order before our field trip.

The school will provide sack lunches for each child.

Parents are welcome to meet us at Conner Prairie. You will be charged an \$8.00 admission fee. Our self-guided tour begins at 10:00. We hope to see some of the parents there.

A permission slip will be mailed home. Each parent needs to sign and return his or her child's permission slip to his or her homeroom teacher.



Campbell's Soup Information

I apologize for forgetting to add the sheet of things to save in the last Elementary Newsletter. I will be sure that it is added to this newsletter!

A great big **THANKS** to everyone who has already sent us your soup labels and UPC codes. We have received two big boxes from churches to add to our collection this year. Without everyone's efforts, we will not have enough labels to send in for merchandise. Please ask everyone you know to save for us this year. With everyone's help, we will order some great things for the students in Elementary!



Save the **FRONT LABEL** panels from these canned products.

Eligible products

ALL These Eligible Products Count!!!

Look for these reminder symbols on eligible packages.



TIP: Photocopy this page and send it home to parents!

Here's What You Should Save...

Eligible Products Include **ONLY** the Brands and Package Forms Listed Below

- Campbell's Beans Products
- Campbell's Chunky Soups
- Campbell's Condensed Soups
- Campbell's Condensed 26 oz. Soups (Family Size)
- Campbell's Healthy Request Soups
- Campbell's Healthy Request Tomato Juices (46 oz.)
- Campbell's Low Sodium Soups
- Campbell's Ready To Serve Soups
- Campbell's Select Soups
- Campbell's Soup To Go (tub)
- Campbell's Tomato Juices (46 oz.)
- Franco-American Gravies
- Franco-American SpaghettiO's & Pasta
- Pepperidge Farm Soups
- Swanson Broths
- Swanson Poultry (paper label)
- V8 Vegetable Juice (46 oz.)
- V8 Healthy Request Vegetable Juice (46 oz.)

FOOD SERVICE PRODUCTS:

- Campbell's Chef Kettle Soups (50 oz.)
- Campbell's Food Service Soups (50 oz.)
- Swanson Food Service Broths (49.5 oz.)

Eligible products

Eligible products



TIP: Photocopy this page and send it home to parents!

Save the **FRONT LABEL** panels from these glass and plastic packaged products:



- Campbell's Simply Home
- Campbell's Healthy Request Tomato Juices (46 oz.)
- Campbell's Tomato Juices (10 oz., 46 oz.)
- Franco-American Gravies (jar)
- Prego Pasta Sauces (14-28 oz.)
- V8 Healthy Request Vegetable Juice (46 oz.)
- V8 Splash (16 oz., 46 oz., 64 oz., 96 oz.)
- V8 Vegetable Juice (10 oz., 46 oz., 64 oz.)

Save the **LID** from these glass and plastic packaged products:



- Campbell's Ready To Serve Soups
- Pace Salsa, Picante, Picante ConQueso
- Prego Pasta Sauces (46 oz. and larger)

Save the **UPC CODE** from these products:



- Campbell's Soup & Recipe Mix (with the entire box bottom panel)
- Pepperidge Farm Breads, Croutons, Rolls & Stuffing (bag or carton)
- Pepperidge Farm Cookies, Crackers, Goldfish & Snack Mixes (bag or carton)
- Pepperidge Farm Frozen Garlic Breads, Cakes, Turnovers, Dumplings & Puff Pastry (bag or carton)
- Swanson Broths (carton)
- V8 Splash (6.75 oz. boxes/8 pack)

Have Your School Food Service Director Save the **2 CODE NUMBERS FROM THE OUTER CASE** of these Campbell's Food Service Products:

- V8, V8 Splash, Campbell's Tomato Juice (11.5 oz./24 cans/case)
- V8, V8 Splash, Campbell's Tomato Juice (5.5 oz./48 cans/case)
- V8 Splash (16 oz./12 bottles/case)
- Market Day (selected products) tub/carton (save the front label panel)

Indiana School for the Deaf Menu**

Date: September 25 to October 1, 2000

For: Brown & Willard Cafes.

	Breakfast	Lunch	Dinner
O N 25 th	Grape Juice Dry Cereal Hard Boiled Eggs Bacon Toast/Jelly	Fish Square/Tartar Sauce *Baked Fish Corn Seasoned Cabbage *Nachos & Chez/Salsa Cookies	Beef Patty & Gravy Mashed Potatoes Spinach Bread/Margarine Pears
T U E S 26 th	Orange Juice Dry Cereal Scrambled Eggs Ham Toast/Jelly	Deli Turkey & Cheese/Bun Sandwich Toppings French Fries Pudding	Frank Topped Spaghetti Salad Garlic Bread Apricots
W E D 27 th	Pineapple Juice Dry Cereal Poached Eggs Bacon Danish	Cheese Pizza Hot Pocket Mixed Vegetables Salad Willard: Original Klondike Bar	Rotisserie Chicken Parsley Potatoes Mixed Vegetables Bread/Margarine Jello Gems
T H U R S 3 th	Orange Juice Dry Cereal Scrambled Eggs Sausage Toast/Jelly	Ham Steak Baked Potato/Sr. Crm. Cooked Fresh Baby Carrots Rolls Fruit	Beef Manhattan Mashed Potatoes Seasoned Peas Bread/Margarine Fruit Cocktail
F R I 29 th	Orange Juice Dry Cereal Brown: Breakfast Hot Pocket Willard: Waffles/Syrup Bacon Toast/Jelly	<u>Homecoming Weekend!</u> Chicken Salad/Bun Chips Seasoned Broccoli Willard: Ice Cream Sundae/ Nuts	<u>ISD FB vs MSSD FB</u> Chili Mac Cheese/Crackers Tossed Salad Dessert
S A T 30 th	Orange Juice Dry Cereal Scrambled Eggs/Bacon Toast/Jelly/Danish	<u>Welcome New Family Orientation</u> Bar-B-Que. Chicken Filet/Bun Sandwich Toppings Soup/Crackers/Chips Salad Bar Dessert	Spaghetti with Plain or Meat Sauce Tossed Salad Garlic Bread Dessert
S U N 1 st	Pineapple Juice Dry Cereal Waffles/Syrup Sausage Toast/Jelly/Doughnuts	Deli Turkey Sandwich Soup Sandwich Toppings Chips/Crackers Dessert	<u>Self Serve Supper</u> Pizza Seasoned Corn Salad Fruit/Cookies

**Menu subject to change. Milk served at all meals. Salad bar available at the lunch meal. Peanut butter & Jelly AOR.

Mark Lutting



Elementary Newsletter

Volume 3 Issue 6

November 3, 2000

David Geeslin

Bilingual/Bicultural Legacy continues...

A moment of reflection: I vividly remember the first day I taught at ISD as a third grade teacher during the fall of 1991. I saw how we as teachers communicated with each other, and how we interacted with our students. Not only that, I also began to see how we teach our students.

Regarding communication, I remember seeing some staff using spoken English in front of our students outside the classroom during lunch or in the hallways, today, this behavior rarely occurs because all of us are signing more than ever. I count my blessings to be a part of a school that acknowledges the importance of incidental learning of Deaf students and values accessibility at all times.

In interaction with our students, I remember seeing our detention hall being so crowded and frequently used. Today, we see much more appropriate student behaviors and interactions. 1st Quarter in 1997, we had 400 detentions. In 1999, we had 175 detentions. This year we had only 55!

Regarding curriculum, I clearly remember the day teachers were no longer allowed to use teacher-made units for our students and were required to use textbooks that were currently being used in Indiana public schools. At first we struggled with how to teach students grade level concepts and I was often asked to help staff translate text. Today, our teachers are comfortable using textbooks and are much more fluent in ASL.

I want to thank those courageous teachers, parents and students who stayed with us during our transition to Bilingual-Bicultural education, believing in our dream that Deaf students can achieve, equal to hearing students, using ASL as a bridge to English. Due to this, the BiBi legacy has continued, and will continue, to strive.

Greetings from Dave Tester's Kindergarten Class

October month came and went so fast! We had a wonderful month of October involving field trips to Waterman's Farm and International Festival. The theme of the month of October was "Nature". We studied fall, animals, leaves changing colors, apples, pumpkins, calendar, and weather. We are saying "Hello November" and planning activities for the month. We will learn about Native Americans' Customs, and health foods. We will also have "Kindergarten Thanksgiving" possibly on the 22nd before students go home for the Thanksgiving Holidays.

News from Lou and Sue

Bugs and more bugs! That is the theme for language arts lessons for this quarter. The first story was about a caterpillar that was very hungry. The students loved the story and enjoyed making a tissue paper caterpillar just like the author, Eric Carle made for the story. Then the students used their creativity to make beautiful butterflies.

Next they read The Very Busy Spider. They learned a spider has two body parts and eight legs. Spiders spin webs to help them catch their food. We visited Mike Jackson's science class and saw a real spider at feeding time. Wow! That spider pounced on its food.

Weekly the students swim. Their skills have really improved in the water and with the safety rules.

COMMUNICATION CENTER/SOCIAL SKILLS

We had a visit from “Mike the detective” last week. He said he would be taking pictures of students who display the ten Mega Skills they learned. The pictures will be on display across from David Geeslin’s office. Catch your child at home when they show responsibility, caring, teamwork, motivation, perseverance, initiative, effort, confidence common sense, and problem solving!

Your child has worked on these areas of communication: ASL, the five senses, using an interpreter, body language, and lipreading. We will put what we know into action role plays! Please ask your child to explain these communication strategies.

Thank you!

Sandy Hakes, Communication Center/Social Skills class teacher

Mike McGeath, Elementary counselor/Social Skills

Field Trip to Waterman’s Farm

The Kindergarten, 1st and 2nd grades enjoyed going to the Waterman’s Farm to visit the pumpkin fields. They enjoyed the hayride to and from the pumpkin fields where they selected their own pumpkins. It was interesting to watch the children search for just the right pumpkins. They also enjoyed the many fun activities that were provided by Waterman’s. The giant pumpkin smashing dinosaur was a favorite for the children. The corn maze and the straw tunnels were also fun for all. The moonwalk and the corn stalk mountain where they played and had a great time. This was a beautiful day to be outside and enjoy the lunch on the grassy meadow. The children and teachers welcomed this break from the classroom.

Dave Bailey

My 2nd grade class learned how to make bar graphs and pie graphs. They started to interview each class by asking their favorite ice cream flavor. Then they counted how many students like for each flavor in each class. They would compare with other classes by looking the bar graphs and pie graphs with each flavor of ice creams. In class, we practiced more by creating variety of stories to make bar graphs. Today, they had their test, they all got A! It was FUN math activity and easy to understand how to make a bar graph with a brief paragraph to encourage them to read the story individually as well. Their work is all up on the bulletin board in the hallway. Help yourself to look at their excellent work! ☺

Danielle, 2nd grade teacher, Ben Polstra, Nick Curtis, Kayla McDaniels, Keren Cruz-Martinez and Josh Glossenger

The Last Stick

Prepare three rows of sticks (or lines on a paper):

||| - row 1

|||| - row 2

||||| - row 3

Alternating turns between you and your child, you may remove (cross out or erase) any number of sticks in any one row. The goal: do not take the last stick!

This requires thinking in 2 different strategies simultaneously. Play it a few times and see if you can figure out the strategies.

Submitted for your playful amusement by Jeff King (math and social studies teacher)

Hello! My name is Matthew Holsinger and I want to share an activity that we did in Heidi's Social Studies class to help us prepare for the International Festival that we went to. This activity is called the apple/earth activity.

1. Slice an apple into quarters.
2. Set three of the sections aside.
These are the world's oceans.
3. Cut the quarter left over in half.
4. Set one of the halves aside. This is the land areas where humans can't live.
5. The other half (1/8 of the apple) is the land where people live.
6. Slice piece into 4 sections.
7. Put the three sections to the side.
These are the land areas that you can't grow food.
8. Peel the skin off the last section.
This small peel shows the part of the earth that can grow food.

Hello! My name is Michal Snead. My math teacher is Heidi. My favorite thing to do in math is to work on different pattern activities. I also like to learn new things like hard multiplication. I can't wait to learn Algebra problems like $8x + 3y = \underline{\hspace{1cm}}$. I think I will learn that in 9th grade. I love to use a calculator to check my answers in math class.



From the Desk of

Elementary Resource
Teacher, Kara Knebel

Kathleen Robertson, our Education Consultant, sent me an issue a few weeks ago. I would like to share this issue that covers the Literacy Program. This issue was published in the May/June *Perspectives in Education and Deafness Magazine* for teachers, parents, and professionals collaborated with The *Preview*, Gallaudet's Pre-College National Mission magazine. This special issue is in recognition of the challenge and importance of developing literacy skills in deaf children. This Literacy Program was established by the literacy team from Kendall Demonstration Elementary School and the Model Secondary School for the Deaf, located near the campus of Gallaudet University. They identified nine (9) major components of the comprehensive literacy program. I would like to share this issue in full but it is next to impossible due to a great deal of information and detail involved in this special issue. I am more than happy to give you a copy of this issue. You can stop by and pick one up or give a message on my phone at 920-6367 using Relay Indiana 1-800-743-3333, saying that you would like a copy and send it with your child when he/she goes home. I will list the nine components of this literacy program to give you a general idea of what comprises in this issue.

- 1- Reading to your child/student
- 2- Language Experience
- 3- Independent Reading
- 4- Dialogue Journal
- 5- Journals and Logs
- 6- Guided Reading and Writing
- 7- Shared Reading and Writing
- 8- Writing Workshop
- 9- Research Reading and Writing

In the next few issues of the Elementary Newsletter, I will summarize each of the major components mentioned above, to give you an even better view of this issue. I believe that this program can help your child become a good reader.

3rd, 4th, and 5th Language Arts Classes
by Amy M. Fenicle

How is the Book It Program going so far? Hope your child is enjoying reading books at home! When your child meets the reading minutes requirement, I will put her/his name and favorite book name up on my bulletin board in the hallway. The 3rd graders are trying hard to spell different colors and numbers. They use the words in sentences. When they are done with five sentences, I cut each word from those sentences and scramble them. The students have to put them in right sequence. They did very well! They enjoyed putting the flashcard clocks in sequence by hours and minutes. The 4th graders worked hard to improve their language arts skills by using adjectives, descriptive, and persuasive paragraphs. They did very good job in persuading me to decide whether to vote Bush or Gore for President of the U.S.! Their papers are currently in the hallway. You can come and read their papers. Maybe you will CHANGE YOUR MIND for voting for president! Some of 5th graders were fascinated with one of the stories "Night of the Twisters". Their class work related to that story and they completed it quickly! They enjoyed that story. They did well working independently in class. Some other 5th graders are trying hard to catch up on their class work. I can see that they won't give up. Keep up with the hard work!

News from
Laura Gaalema's Language Arts Classes

Fall is a season full of colorful changes, and here in our classroom we have some exciting changes, too! The students in 3rd, 4th, and 5th grades have learned that complete sentences have important parts, and if an important part is left out the sentence will not make sense! More and more the students are including both nouns and verb phrases in their sentences. Descriptive words and phrases make sentences and paragraphs clearer, and the students' ideas and sentences are becoming more interesting with added 'color' as they attempt to describe different fall scenes and activities!

We have been talking about perseverance - about how it generates success in all areas of your child's life. Talk with your child about people you know who overcame obstacles and rose above adversity through the power of their own perseverance. Inspire your child to practice perseverance by reading The Tortoise and the Hare, Amazing Grace, and Cyrus the Unsinkable Sea Serpent with your child.

Linda Cooper's First Grade News

Election Day is approaching. We, the Elementary students have been discussing about the National Presidential Election Poll. Last Monday we had our Mock Election in our department. We had the opportunity to vote for president and to learn principles of democracy. They were excited when they made their election for president known by voting in Cooper's classroom. They learned how to cast a secret ballot for president in the voting booth. They punched some holes in the ballot cards. It gave them a nearly real-life experience of voting.

Next week we will see bar charts of the voting results in the hall.

Buddy Science Camp

By

Buddy Camp 'Blue' Team

(Mike Jackson, Laura Gaalema, Amanda Phillips, Essam Soomro and AJ Christain)

Students Essam Soomro, Amanda Phillips, and AJ Christain had a blast at the Buddy Camp that took place on October 20th and 21st at Butler University Computer Lab and at the Indianapolis Zoo. We camped overnight at the Whale Pavilion. That was an awesome place to sleep. We got to watch the dolphins swim around their aquarium until 12:00 midnight!



The purpose of this camp was to examine and test the quality of the water on Butler University Campus. We sampled three different types of water. We sampled pond water, canal water, and the drinking water on campus. The students were to document their findings in their portfolios by observing the water surroundings. Then they were to collect the water in a small container and test the water by using special strips. We tested and recorded the amount of copper, iron, nitrate, chlorine, hardness alkalinity and pH that was presented in the water. The students were amazed by the amount they recorded. After we documented the numbers in our books we had to go to the computer and record the data in the Buddy Project website and make a bar graph.



After we recorded the data, we learned how to make a panorama movie of the environment to be posted on the web at a later date. After all of our work was done we were surprised that we got to eat dinner at the Spaghetti Factory downtown. It was delicious and a fascinating place. Then on to the zoo! There were



activities we were supposed to go to. The first thing we did was we went to "Behind the Scenes" of the zoo. We learned that there were three types of water- salt water (ocean), fresh water, and seawater. We learned that the seawater has more minerals than the salt water does. We got to touch a star fish, sea urchin (ewww! A very spiny little animal!) One time they had a fish that was being a bully to

the other fish and had to be taken out into a separate tank with sharks to make sure it learned 'proper fish behavior'! The sharks taught that TUNA stop bullying around. It worked! The tuna stopped being a bully. We thought that was funny! We learned that there were two types of food that they fed to some animals. They were the "pinkies" and



the “fuzzies”. What were those things?? Whoa! They were frozen baby pigs and frozen white mice for the snakes to eat! We got to touch different snakes and talked about myths and facts about them. The best part about this trip was sleeping at the pavilion. It



was an awesome sight to see the dolphins swim in their home. We stayed up until 12:00 midnight!

We woke up and ate a huge breakfast that the zoo cooked. It was delicious and we all had too much to eat. After eating breakfast we got to roam around the zoo, watching the animals wake up and be fed. The baby elephants were cute! We had an interesting encounter with the lions. One of the lion was making sure he owned the place. We were lucky not to get marked by

him spraying around. Whew! (or should we say, Phew?) That was close!

We had to head back to Butler early Saturday to spend time on reflection of the whole weekend. We all agreed we had a SUPER time at the camp! For those parents whose son/daughter were involved in the camp - we will show you how to test the water we have here at ISD. We will inform you when it will be. It will be sometime in November. Thanks you, mom and dad, for letting us go.



REPORT TO PARENTS

The Importance of Sleep

How many hours of sleep do children need each night? If you answered “seven or eight,” your kids may be among millions of sleep-deprived American youngsters. Actually, the ideal amount of sleep for children in elementary school is nine to ten hours per night. Like adults, they suffer when they don’t get enough sleep. They can’t concentrate on their schoolwork, they have trouble remembering things, they may become irritable and fidgety, and they may be vulnerable to colds and flu. Clearly, it’s in your and their best interests to make sure they sleep well—and long—every night.

- Make time. Don’t allow their lives to get so full of sports, hobbies, and other activities that they can’t get everything done without shorting themselves on sleep.

- Calm down. Regular exercise is good for children, but exercise too close to bedtime can interfere with sleep.

- Set a schedule. It’s a good idea to have them keep the same bedtime and wake-up time every day—weekends and vacations included—because the human body functions best on a regular timetable.

- Say “good night” at 9. By tucking young children in by 9 o’clock every night, you’ll ensure that they get enough sleep, especially if they have to get up for school around 6:30.

- Be firm. Make sure they understand that complaining about bedtime isn’t going to get them anywhere. This is one time when you can use that old parental saw, “It’s for your own good”—and really mean it!

- Beware of caffeine. Many popular drinks, including colas, are loaded with caffeine, a stimulant

that can affect sleep. Check the labels. If they want a drink before bedtime, give them caffeine-free sodas or, better yet, milk, fruit juice, or water.

- Promote bedtime reading. Reading is a great way to help children drift into sleep. If they’re reading to themselves, be sure to tiptoe in later to turn off lights because a lighted bedroom can disrupt sleep.

- Soaking can help. If your children are too wound up to go to sleep, try having them take a warm bath before bedtime. Soaking for even 15 minutes can do wonders in relaxing their minds and bodies.



It’s hard enough for a child to get by with too little sleep for one or two nights, but it’s ever harder when sleep deprivation becomes a nightly habit. That’s because the effect accumulates. Children who get eight hours of sleep each night when their bodies need nine or ten hours wind up losing an entire night’s sleep every five days!

Children who have persistent sleep problems, such as daytime drowsiness, loud snoring, or breathing pauses during sleep, may have a sleep disorder. If your child shows these symptoms, you should discuss them with your family doctor or pediatrician.

Here’s another thing to keep in mind: The earlier your children go to bed, the more time you and the adults in your family have to relax and enjoy the evening. Maybe you can even catch up on your own sleep. Pleasant dreams!

For more information, visit the National Center on Sleep Disorders Web site, www.nhlbi.nih.gov/about/ncsdr



REPORT TO PARENTS

El Sueño es Importante

¿Cuántas horas deben dormir los niños cada noche? Si usted respondió "siete o ocho" sus niños podrían estar entre los millones de niños norteamericanos privados de sueño. Los niños en la escuela primaria deben dormir idealmente de nueve a diez horas cada noche. Igual que los adultos, ellos sufren cuando no duermen lo suficiente. No pueden concentrarse en su trabajo escolar, les cuesta recordar cosas, pueden exhibir irritación e inquietud, y pueden estar propensos a los resfríos y gripe. Claramente, es mejor asegurarse de que duerman bien - y bastante - cada noche.

- Hacer tiempo. No permita que la vida de sus niños esté tan ocupada con los deportes, intereses y otras actividades que no puedan hacerlo todo sin perder sueño.

- Calmarse. El ejercicio regular es bueno para los niños, pero si hacen ejercicio antes de la hora de acostarse éste puede interferir con el sueño.

- Establecer un horario. Es bueno acostarse y despertarse a la misma hora todos los días-incluyendo los fines de semana y las vacaciones-porque el cuerpo humano funciona mejor con un horario regular.

- Decir "buenas noches" a las 9. Si usted acuesta a sus niños a las 9 cada noche, usted podrá asegurarse de que duerman lo suficiente, especialmente si deben levantarse para ir a la escuela a las 6:30 de la mañana.

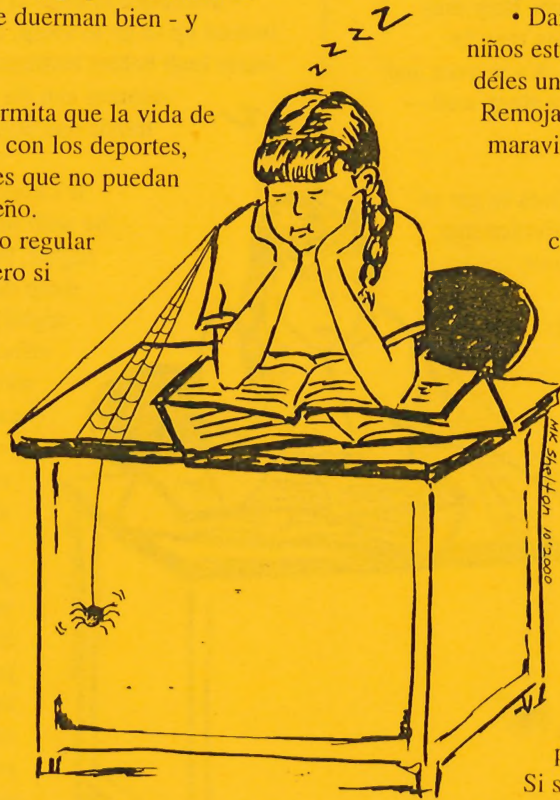
- Ser firme. Asegúrese de que sus niños comprendan que quejarse de la hora de acostarse no les servirá de nada. En este caso, usted puede usar la expresión, "Es para tu propio bien"-y realmente hacerlo cumplir!

- Estar consciente de los efectos de la cafeína

Muchos refrescos populares incluyendo aquellos con cola, tienen mucha cafeína, un estimulante que afecta el sueño. Lea las etiquetas. Si sus niños desean beber algo antes de acostarse, déles refrescos libres de cafeína o mejor aún, leche, jugo de fruta o agua.

- Animar a los niños a leer antes de dormirse. La lectura es una buena manera de ayudar a los niños a dormirse. Asegúrese de entrar en puntillas al dormitorio más tarde para apagar las luces, ya que éstas pueden interrumpir el sueño.

- Darse un baño puede ayudar. Si sus niños están muy agitados para dormirse, déles un baño tibio antes de acostarse. Remojarse por unos 15 minutos puede hacer maravillas en relajar sus mentes y cuerpos.



Es difícil para un niño funcionar con poco sueño por una o dos noches, y más difícil aún cuando la privación de sueño se convierte en un hábito cada noche. Esto es porque el efecto se acumula. Los niños que duermen ocho horas cada noche cuando sus cuerpos necesitan nueve o diez horas terminan perdiendo una noche entera de sueño cada cinco días!

Los niños que tienen problemas constantes del sueño, tales como somnolencia diurna, ronquidos fuertes, o pausas en la respiración durante el sueño pueden tener un desorden del sueño.

Si su niño demuestra estos síntomas, usted debe discutirlos con su doctor

familiar o pediatra.

Otra cosa que debe tener en mente: Mientras más temprano se acuesten sus niños, más tiempo tendrá usted y los adultos de su familia para descansar y disfrutar la tarde. ¡Quizás usted podría recuperar su propio sueño! ¡Felices sueños!

Para mayor información, visite el sitio de web del Centro Nacional sobre Desórdenes del Sueño, www.nhlbi.nih.gov/about/nescdr

Indiana School for the Deaf Menu**

Date: November 6th to 12th, 2000

For: Brown & Willard Cafes.

	Breakfast	Lunch	Dinner
M O N 6 th	Pineapple Juice Dry or Cooked Cereal Scrambled Eggs Bacon Toast/Jelly	Corn Dogs *Cabbage Roll Baked Beans Soup Pudding	Fish Square/ Tartar Sauce. Corn Spinach Bread/Margarine Jell-O/Topping
T U E S 7 th	Orange Juice Dry or Cooked Cereal Western Omelet Toast/Jelly	Grilled Cheese Sandwich *Veal Parmesean Salad/Chips Soup Choco-Taco Ice Cream	Beef & Noodles Broccoli Bread/Margarine Peaches
W E D 8 th	Orange Juice Dry or Cooked Cereal Fried Eggs Sausage Toast/Jelly	Chicken Pot Pie *Stuffed Green Pepper Corn on the Cob Salad Bread/Margarine Vanilla Ice Crm.w/ Strawberries	Ham & Northern Beans Slaw Cornbread/Jelly Applesauce
T H U R S 9 th	Grape Juice Dry or Cooked Cereal Poached Eggs Bacon Toast/Jelly	Boneless Bar-B-Que Pork Rib/Bun *Lasagna Mexicana French Fries Sandwich Toppings Cookies	Baked Chicken Mashed Potatoes/ Gravy Baby Carrots Bread/Margarine Orange Sherbet
F R I 10 th	Orange Juice Dry or Cooked Cereal Pancakes/Syrup Sausage Toast/Jelly	*French Bread Pizza *Cheese Manicotti Willard: Pizza Hot Pockets Mixed Vegetables Salad Fruit Juice Bars	Kitchens Closed
S A T 11 th			
S U N 12 th			

**Menu subject to change. Milk served at all meals. Salad bar available at the lunch meal in both cafes. Supper salad bar available in Brown café. Peanut butter & Jelly AOR. *Available Brown Cafeteria only.

Indiana School for the Deaf Menu**

Date: November 13th to 19th, 2000

For: Brown & Willard Cafes.

"National Children's Book Week"

	Breakfast	Lunch	Dinner
M O N 13 th	Grape Juice Dry/Cooked Cereal Fried Eggs Sausage Toast/Jelly or Pop Tart	Creamed Chipped Beef/Toast *Cheese Manicotti Parsley Potatoes Seasoned Carrots Cookies	Breaded Chicken Breast Filet Macaroni & Cheese Seasoned Spinach Bread/Margarine Fruit Cocktail
T U E S 14 th	Orange Juice Dry/Cooked Cereal ISD Breakfast Muffin Toast/Jelly	Coney Dog/Bun *Veal Parmesean Sandwich Toppings Onion Rings Soup *Fruit Juice Bars Pudding/Topping	Beef Tips/Gravy Seasoned Noodles Broccoli Cottage Cheese Bread/Margarine Pears
W E D 15 th	Pineapple Juice Dry/Cooked Cereal Cheese Omelet Toast/Jelly	<u>THANKSGIVING DINNER</u> Roast Turkey/Gravy *Salisbury Steak *Mashed Potatoes Dressing Seasoned Green Beans Roll/Cranberry Sauce Pumpkin Cake	Grilled Cheese Sandwich Potato Wedges Seasoned Peas Strawberry Ice Cream
T H U R S 16 th	Apple Juice Dry/Cooked Cereal Poached Eggs Sausage Doughnuts	Cheese Pizza *Chicken Fricassee Soup Salad Klondike Bar	Spaghetti & Meat Sauce Mixed Vegetables Tossed Salad Garlic Texas Bread Jell-O Gems
F R I 17 th	Orange Juice Dry/Cooked Cereal French Toast/Syrup Bacon Toast/Jelly	Ham & Beans *Chicken Grill Fettuccini Fried Potatoes Cornbread/Margarine/Jelly Applesauce	Kitchens Closed
S A T 18 th			
S U N 19 th			

**Menu subject to change. Milk served at all meals. Brown & Willard Salad bars are available at the lunch meal. *Supper salad bar available at Brown Café. only. Peanut butter & Jelly AOR. *Available Brown Cafeteria only.

Maureen K. Barry